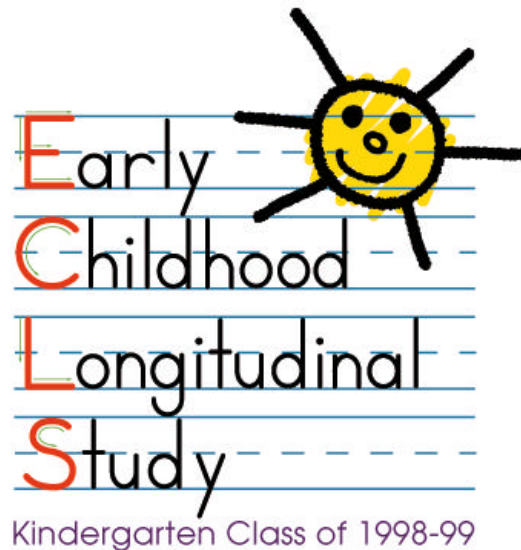


# SPRING 2000 TEACHER QUESTIONNAIRE

## PART C



L A B E L

Prepared for the U.S. Department of Education  
National Center for Education Statistics

by Westat  
1650 Research Boulevard  
Rockville, Maryland 20850  
(301) 251-1500

### **Assurance of Confidentiality**

The collection of information in this survey is authorized by Public Law 100-297 and continued under the auspices of Section 404(a) of the National Education Statistics Act of 1994, Title IV of the Improving America's Schools Act of 1994, Public Law 103-382. Participation is voluntary. You may skip questions you do not wish to answer; however, we hope that you will answer as many questions as you can. No information collected under this authority may be used for any purpose other than the purpose for which it was supplied. Information will be protected from disclosure by federal statute (42 US Code 242m, section 308d). Data will be combined to produce statistical reports. No individual data that links your name, address, telephone number, or identification number with your responses will be reported.

## Academic Rating Scale

The Academic Rating Scale is separated into three areas: (1) Language and Literacy, (2) General Knowledge, and (3) Mathematical Thinking. You are asked to rate the child's skills, knowledge, and behaviors within each of these three areas based on your experience with this child. This is NOT a test and should not be administered directly to the child. Each question includes examples that are meant to help you think of the range of situations in which the child may demonstrate similar skills and behaviors. **The examples do not exhaust all the ways that a child may demonstrate what he/she knows or can do.**

The following **five-point scale** is used for each of the questions. It reflects the degree to which a child has acquired and/or chooses to demonstrate the targeted skills, knowledge, and behaviors.

- |                      |   |              |   |   |
|----------------------|---|--------------|---|---|
| 1                    | = | Not yet      | → | Child <u>has not yet</u> demonstrated skill, knowledge, or behavior.  |
| 2                    | = | Beginning    | → | Child is <u>just beginning</u> to demonstrate skill, knowledge, or behavior but does so very inconsistently.                                |
| 3                    | = | In progress  | → | Child demonstrates skill, knowledge, or behavior <u>with some regularity</u> but varies in level of competence.                             |
| 4                    | = | Intermediate | → | Child demonstrates skill, knowledge, or behavior <u>with increasing regularity and average competence</u> but is not completely proficient. |
| 5                    | = | Proficient   | → | Child demonstrates skill, knowledge, or behavior <u>competently and consistently</u> .  |
| N/A = Not Applicable |   |              | → | Skill, knowledge, or behavior has <u>not been introduced</u> in classroom setting.  |

Rate only the child's **current** achievement or motivation. Rate each child compared to other children of the same age level. Please use the full range of ratings. If the skill, knowledge, or behavior has been introduced in the classroom, please rate the child using the numbers **1-5**. Circle **"NA"** only if the skill, knowledge, or behavior has not been introduced in your classroom setting.

**Children with Limited English Proficiency:** Please answer the questions based on your knowledge of this child's skills. If the child does not yet demonstrate skills in English but does demonstrate them in his/her native language, please answer the questions with the child's native language in mind.

**Children with Special Needs:** It may be necessary to consider adaptations for some questions to make them more inclusive for this child's skills and/or use of adaptive equipment. Some children may utilize alternative forms of verbal communication (e.g., sign language, communication boards) or written communication (e.g., word processors, Braille, dictation). Please answer the questions with these adaptations in mind.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0750. The time required to complete this information collection is estimated to average 10 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the survey instrument, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual response to this survey, write directly to: National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, D.C. 20208.

## SECTION I. LANGUAGE AND LITERACY

If you are not the child's primary teacher in this area, you may want to consult with the person most familiar with the child's progress in this area when completing these scales.

| THIS CHILD...  | CIRCLE ONE FOR EACH ITEM |           |             |              |            |                |
|--|--------------------------|-----------|-------------|--------------|------------|----------------|
|  | Not Yet                  | Beginning | In progress | Intermediate | Proficient | Not Applicable |
| 1. <b>Contributes relevant information to classroom discussions</b> – for example, during a class discussion, can express an idea or a personal opinion on a topic and the reasons behind the opinion .....                                | 1                        | 2         | 3           | 4            | 5          | N/A            |
| 2. <b>Understands and interprets a story or other text read to him/her</b> – for example, by writing a sequel to a story, or dramatizing part of a story, or posing a question about why a particular story event occurred as it did ..... | 1                        | 2         | 3           | 4            | 5          | N/A            |
| 3. <b>Reads words with regular vowel sounds</b> – for example, reads "coat", "junk", "lent", "chimp", "halt", or "bite." .....   | 1                        | 2         | 3           | 4            | 5          | N/A            |
| 4. <b>Reads words with irregular vowel sounds</b> – for example, reads "through," "point," "enough," or "shower." .....  | 1                        | 2         | 3           | 4            | 5          | N/A            |
| 5. <b>Reads first grade books independently with comprehension</b> – for example, reads most words correctly and answers questions about what was read, make predictions while reading, and retells story after reading .                  | 1                        | 2         | 3           | 4            | 5          | N/A            |
| 6. <b>Reads first grade books fluently</b> – for example, easily reads words in meaningful phrases rather than reading word by word.....   | 1                        | 2         | 3           | 4            | 5          | N/A            |
| 7. <b>Composes a story with a clear beginning, middle, and end.</b> .....  | 1                        | 2         | 3           | 4            | 5          | N/A            |
| 8. <b>Demonstrates an understanding of some of the conventions of print</b> – for example, appropriately using question marks, exclamation points, and quotation marks.....  | 1                        | 2         | 3           | 4            | 5          | N/A            |
| 9. <b>Uses the computer for a variety of purposes</b> – for example by writing a page for a class book, or looking up information on a topic of interest, or solving math problems, or recording a scientific observation.....             | 1                        | 2         | 3           | 4            | 5          | N/A            |

## SECTION II. GENERAL KNOWLEDGE

If you are not the child's primary teacher in this area, you may want to consult with the person most familiar with the child's progress in this area when completing these scales.

| THIS CHILD...  | CIRCLE ONE FOR EACH ITEM |           |             |              |            |                |
|--|--------------------------|-----------|-------------|--------------|------------|----------------|
|  | Not Yet                  | Beginning | In progress | Intermediate | Proficient | Not Applicable |
| 10. <b>Identifies similarities and differences in group habits and living patterns</b> – for example, compares and contrasts customs and traditions (forms of transportation, clothing, food, housing, holidays) in different groups or cultures.....  | 1                        | 2         | 3           | 4            | 5          | N/A            |
| 11. <b>Recognizes some ways in which people rely on each other for goods and services</b> – for example, by making a list of all the jobs involved in getting milk to the supermarket, or writing stories or research reports based on interviews with community workers. ....   | 1                        | 2         | 3           | 4            | 5          | N/A            |
| 12. <b>Shows a beginning understanding that maps represent actual places</b> – for example, by making maps of his/her classroom, bedroom, or school and labeling them, or locating where a parent was born on a world map or globe. ....   | 1                        | 2         | 3           | 4            | 5          | N/A            |
| 13. <b>Makes logical predictions when pursuing scientific investigations</b> – for example, looking closely at a group of objects before predicting if they are magnetic or not. ....  | 1                        | 2         | 3           | 4            | 5          | N/A            |
| 14. <b>Forms explanations and conclusions based on observation and investigation</b> – for example, by explaining the best growing conditions for a plant after investigating with light and water, or concluding that earthworms come out of the soil because it's raining after paying attention to the sidewalks on a rainy day. .... | 1                        | 2         | 3           | 4            | 5          | N/A            |
| 15. <b>Classifies and compares living and non-living things in different ways</b> – for example, by classifying vegetables that grow above or below the ground, or classifying different sounds as either low pitch or high pitch, or measuring objects and classifying them by size or weight.....                                      | 1                        | 2         | 3           | 4            | 5          | N/A            |

### SECTION III. MATHEMATICAL THINKING

If you are not the child's primary teacher in this area, you may want to consult with the person most familiar with the child's progress in this area when completing these scales.

| THIS CHILD...   | CIRCLE ONE FOR EACH ITEM |           |             |              |            |                |
|---|--------------------------|-----------|-------------|--------------|------------|----------------|
|   | Not Yet                  | Beginning | In progress | Intermediate | Proficient | Not Applicable |
| 16. <b>Demonstrates an understanding of place value</b> – for example, by explaining that fourteen is ten plus four, or using two stacks of ten and five single cubes to represent the number 25.....   | 1                        | 2         | 3           | 4            | 5          | N/A            |
| 17. <b>Models, reads, writes, and compares whole numbers</b> – for example, recognizing that 30 is the same quantity if it is 30 rabbits or 30 tallies or 15 + 15 red dots, or describing that the number 25 is smaller than 41.....  | 1                        | 2         | 3           | 4            | 5          | N/A            |
| 18. <b>Counts change with two different types of coins</b> – for example, two quarters and a nickel, or three dimes and two pennies .....   | 1                        | 2         | 3           | 4            | 5          | N/A            |
| 19. <b>Surveys, collects, and organizes data into simple graphs</b> – for example, making tally marks to represent the number of children who want to play jump rope at recess, or making a picture, bar, line, or circle graph to show the different kinds of fruit children bring to school and the quantity of each type ..... | 1                        | 2         | 3           | 4            | 5          | N/A            |
| 20. <b>Makes reasonable estimates of quantities</b> – for example, looking at a group of objects and deciding if it is more than 10, about 50, or less than 100.....  | 1                        | 2         | 3           | 4            | 5          | N/A            |
| 21. <b>Measures to the nearest whole number using common instruments</b> – for example, rulers, or tape measures, or thermometers, or scales .....  | 1                        | 2         | 3           | 4            | 5          | N/A            |
| 22. <b>Uses a variety of strategies to solve math problems</b> – for example, using manipulative materials, using trial and error, making an organized list or table, drawing a diagram, looking for a pattern, acting out a problem, or talking with others .....  | 1                        | 2         | 3           | 4            | 5          | N/A            |

## Student Information

1. Does this child receive instruction in any of the following types of programs in your school? CIRCLE ONE NUMBER ON EACH LINE.

|   | Yes | No |
|---|-----|----|
| a. Individual tutoring program in reading .....   | 1   | 2  |
| b. Pull-out small group program in reading.....   | 1   | 2  |
| c. Individual tutoring program in mathematics .....   | 1   | 2  |
| d. Pull-out small group program in mathematics.....   | 1   | 2  |
| e. Pull-out English as a Second Language (ESL) program (instructional program designed to teach listening, speaking, reading, and writing English language skills to children with limited English proficiency) ..... | 1   | 2  |
| f. In-class English as a Second Language (ESL) program.....   | 1   | 2  |
| g. Gifted and talented program in reading .....   | 1   | 2  |
| h. Gifted and talented program in mathematics .....   | 1   | 2  |
| i. Program for children with behavioral or emotional problems.....  | 1   | 2  |

2. Did this child participate in any of the following federally funded Title I programs or services offered by the school during this school year? CIRCLE ONE NUMBER ON EACH LINE.

|   | Yes | No | Not Offered |
|---|-----|----|-------------|
| a. Title I reading .....                                | 1   | 2  | 3           |
| b. Title I math .....                                   | 1   | 2  | 3           |
| c. Title I English/language arts.....                   | 1   | 2  | 3           |
| d. Title I combined reading/English/language arts ..... | 1   | 2  | 3           |
| e. Title I ESL/Bilingual .....                          | 1   | 2  | 3           |
| f. Title I Handicapped/special education.....           | 1   | 2  | 3           |

3. During structured play time, how does this child compare with other children in the class in terms of physical activity? CIRCLE ONLY ONE NUMBER.

|                                      |   |
|--------------------------------------|---|
| A lot less active than most .....    | 1 |
| A little less active than most.....  | 2 |
| About the same as most .....         | 3 |
| A little more active than most ..... | 4 |
| A lot more active than most.....     | 5 |

4. During unstructured play time, how does this child compare with other children in the class in terms of physical activity? CIRCLE ONLY ONE NUMBER.

A lot less active than most ..... 1  
 A little less active than most..... 2  
 About the same as most ..... 3  
 A little more active than most ..... 4  
 A lot more active than most..... 5

5. Overall, how would you rate this child's academic skills in each of the following areas, compared to other children of the same grade level? CIRCLE ONLY ONE NUMBER.

|                                      | Far below<br>average | Below<br>average | Average | Above<br>average | Far above<br>average |
|--------------------------------------|----------------------|------------------|---------|------------------|----------------------|
| a. Language and literacy skills..... | 1                    | 2                | 3       | 4                | 5                    |
| b. Science and social studies .....  | 1                    | 2                | 3       | 4                | 5                    |
| c. Mathematical skills .....         | 1                    | 2                | 3       | 4                | 5                    |

6. Are you this child's primary teacher in the following subject areas? IF NO, PLEASE WRITE THE NAME OF THE CHILD'S TEACHER FOR THIS SUBJECT ON THE LINE PROVIDED.

|                          | Yes | No | Teacher's name |
|--------------------------|-----|----|----------------|
| a. Reading/Language Arts | 1   | 2  | _____          |
| b. Mathematics           | 1   | 2  | _____          |
| c. Science               | 1   | 2  | _____          |
| d. Social Studies        | 1   | 2  | _____          |

7. How often does this child work to the best of her/his ability? CIRCLE ONLY ONE NUMBER.

Never ..... 1  
 Seldom ..... 2  
 Usually ..... 3  
 Always..... 4

8. Has this child ever fallen two or more weeks behind in school work this year because of a health problem? CIRCLE ONE NUMBER.

Yes..... 1  
 No ..... 2

9. How many achievement groups in **reading** do you currently have in this child's class? CIRCLE ONE NUMBER. IF YOU DO NOT HAVE READING ACHIEVEMENT GROUPS IN THIS CHILD'S CLASS, CIRCLE "0" AND GO TO QUESTION 12.

None ..... 0 (Go to Q12)  
 One ..... 1  
 Two ..... 2  
 Three ..... 3  
 Four ..... 4  
 Five or more ..... 5

10. In which reading group is this child currently placed? USE "1" FOR THE HIGHEST ACHIEVEMENT GROUP. WRITE THE NUMBER OF THE ACHIEVEMENT GROUP NUMBER BELOW.

\_\_\_\_\_ Achievement Group

11. Has this child moved to a higher or lower reading achievement group, or not moved during this school year? CIRCLE ONE NUMBER.

Moved to a higher group ..... 1  
 Moved to a lower group ..... 2  
 Not moved ..... 3

12. On average how often do you meet with school staff (i.e., administrators, other teachers, specialists, counselors) to discuss this child's program and progress? CIRCLE ONLY ONE NUMBER.

Several times a week ..... 1  
 Several times a month ..... 2  
 Once a month ..... 3  
 A few times over the school year ..... 4  
 Once ..... 5  
 Never ..... 6

13. During this school year, have this child's parents/guardians participated in the following activities? CIRCLE ONE NUMBER ON EACH LINE.

|   | Yes | No | Not Applicable/<br>Not Offered |
|---|-----|----|--------------------------------|
| a. Attended regularly-scheduled conferences at your school.....   | 1   | 2  | 3                              |
| b. Attended parent/teacher informal meetings that you initiated to talk about the child's progress..... | 1   | 2  | 3                              |
| c. Returned your telephone calls .....  | 1   | 2  | 3                              |
| d. Volunteered to help in your classroom or school .....  | 1   | 2  | 3                              |



- Yes..... 1
- No ..... 2 (SKIP TO Q16)

- Discuss problems ..... 1
- Or, to discuss how well the child is doing? ..... 2

- |   |   |
|---|---|
| Entire school year .....  | 1 |
| More than one semester but less than the entire school year ..... | 2 |
| More than one quarter but less than one semester .....            | 3 |
| Less than one quarter of the school year .....                    | 4 |

- |                                     |   |
|-------------------------------------|---|
| Kindergarten .....                  | 1 |
| First grade .....                   | 2 |
| This is an ungraded classroom ..... | 3 |
| Second grade .....                  | 4 |

- Page 8